



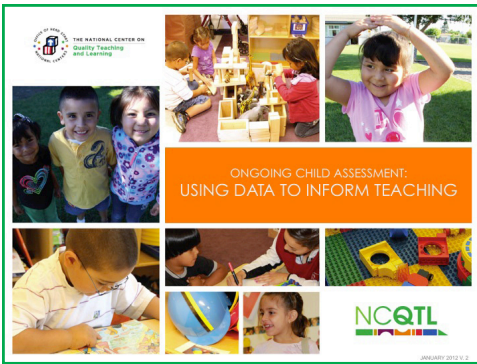
This guide walks you through presenting ***Using Data to Inform Teaching***. These are suggestions so please use the materials as you see fit. This in-service suite includes PowerPoint slides and supporting materials.

## MATERIALS NEEDED:

- Presenter's PowerPoint slides (13)
- Optional slides (2)
- Projector and audio equipment
- Learning Activities:
  - » *Early Writing Scenario*
  - » *Expressive Language Scenario*
  - » *Persistence Scenario*
  - » *Direction-Following Scenario*
- Tips for Teachers
- Visual Reminder for Teachers
- Tools for Supervisors
- Helpful Resources

## BEFORE YOU BEGIN:

- The purpose of this presentation is to share guidelines on how to interpret and use assessment information to make adjustments to teaching.
- This is one in a series of in-service suites on *Ongoing Child Assessment*.
- Learning activities with classroom scenarios offer participants the opportunity to practice interpreting different types of assessment information and making decisions about instruction.
- It might be helpful to gather information on participants' prior experience and ease with interpreting assessment information. Be aware that participants may vary in their levels of expertise and be prepared to adjust the content and format of the in-service as needed. For example, experienced participants could be paired with novices during small group activities.



## SLIDE 1: INTRODUCTION

Welcome to this in-service in our series on *Ongoing Child Assessment*. In this presentation, we talk about using data to inform teaching.

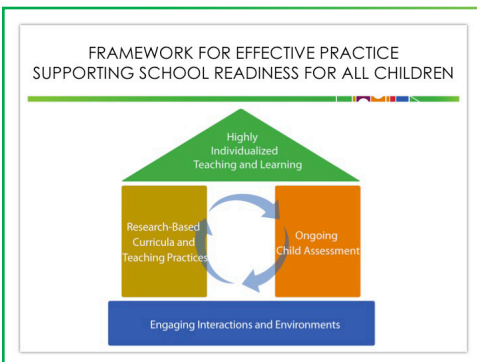
### Introductions:

- Begin the training by giving participants background information on yourself.
- Provide an opportunity for participants to introduce themselves (e.g., where they are working, their current role, etc.).
- Ask participants to briefly describe their experience with collecting and using data in their work with children.

### NOTE

Use information on participants' prior knowledge of and experience with using data to inform teaching to adjust content of the presentation.

Remind participants that any record of child progress (including video, work samples and photographs) must be treated consistent with their program's record-keeping policies, especially in regards to ensuring appropriate confidentiality of information [cf. § 1304.51(g) Record-keeping systems].

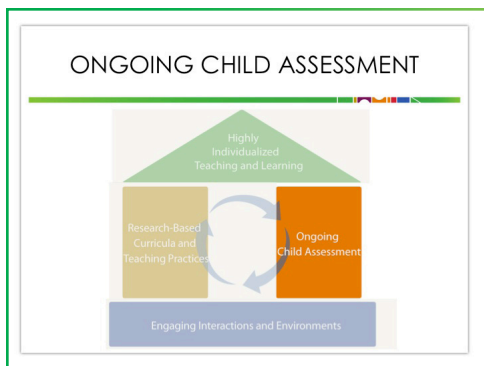


## SLIDE 2: FRAMEWORK FOR EFFECTIVE PRACTICE

Review NCQTL framework for effective practice:

- The House structure supports school readiness for all children.
- The foundation represents effective and engaging interactions and environments.
- The pillars represent research-based curricula and teaching practices, and ongoing child assessment.
- The roof represents highly individualized teaching and learning.
- All components interact with each other and are essential for effective everyday practice for all children.





## SLIDE 3: ONGOING CHILD ASSESSMENT

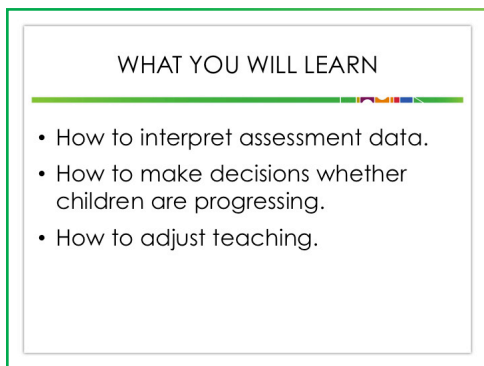
The children in your Head Start classroom have many things to learn so that they will be ready for kindergarten.

Let's think about this important question: "How do you use what you observe about children's abilities to improve your teaching?"

You do this by interpreting the ongoing child assessment information you have collected. Using information to improve teaching is part of the *Ongoing Child Assessment* component of the HOUSE. Ongoing child assessment is critical to quality teaching and learning.

### NOTE

Emphasize the importance of making use of the ongoing child assessment data that has been collected. A major purpose of collecting the information is to use it to improve teaching.

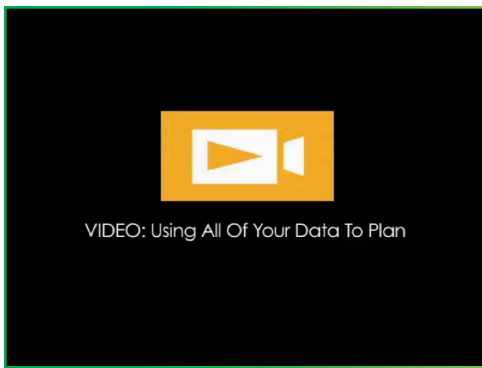


## SLIDE 4: WHAT YOU WILL LEARN

How can you use anecdotal records, work samples, and other data you collect to improve instruction in your classroom?

In this in-service, you will:

- Learn about using assessment data to inform teaching, an essential process for improving children's learning.
- Find out how teaching may be adjusted to help groups as well as individual children progress.



Length of video: Approximately 5 minutes and 12 seconds

## SLIDE 5: VIDEO: USING ALL OF YOUR DATA TO PLAN

**Set up video:** Inform participants that they will view a video that shows what using assessment data to inform teaching looks like in the classroom.

### VIDEO

Ask participants:


- What kinds of data did they see being collected?
- How were data used to inform teaching?

**Highlight:** Summarize and discuss main concepts as needed depending on participants' experience with using data to inform teaching.

### NOTE

Show the optional slide *Adjusting Teaching* after Slide 5.

INTERPRETING ASSESSMENT DATA



	Scribbles	Letter-like forms	Letters	Invented spelling
John	✓			
Anna	✓	emerging		
Tyler		✓		
Bethany	✓			
Mico	✓			

## SLIDE 6: INTERPRETING ASSESSMENT DATA

Teaching teams collect information about children's knowledge and abilities, and use the data to inform their teaching.

Sometimes, teachers notice patterns as they look at and try to make sense of the data they have gathered.

Assessment information may show, for example, that many children in a classroom need to further develop their early writing skills.

The teaching team can adjust their teaching to meet this need, perhaps by providing additional materials, activities, or teaching strategies related to early writing.





## LEARNING ACTIVITY: EARLY WRITING SCENARIO

Have participants divide into small groups of 3–4 .

### HANDOUT

Distribute the *Early Writing Scenario* handout to groups.

### Directions:

Review directions and read the *Early Writing* classroom scenario.

### DISCUSSION

Each group identifies a note taker and a reporter, and then discusses the scenario.

Have reporters from each group share ideas from the small group discussion with the larger group.

### NOTE

The *Early Writing Scenario* learning activity corresponds with Slide 6. The activity may be used with this slide or at a separate time. There are a total of four learning activities, so they may also be used individually or in different combinations by small groups who then share their work with all presentation participants.

## INTERPRETING ASSESSMENT DATA



### Mee's Sentences

4/9 (play on slide)  
"up"  
"Mee go"  
4/10 (art area)  
"crayon"  
"more"  
4/17 (snack table)  
"apple"  
"more milk"  
4/19 (planting seeds)  
"push the seed down in the dirt"  
4/25 (snack table)  
"red plate"

## SLIDE 7: INTERPRETING ASSESSMENT DATA

Sometimes, teachers notice ***inconsistencies*** in the data they have gathered.

In this example, the teaching team frequently collects information about the expressive language of a child who is reluctant to talk in the classroom.

The teaching team notices that the child uses a much longer sentence than usual, so they investigate further. They discover that this child has a special area of interest—gardening.

The team adjusts the curriculum by adding activities and materials to make use of her interest.



## LEARNING ACTIVITY:

### EXPRESSIVE LANGUAGE SCENARIO

Have participants divide into small groups of 3–4 .

#### HANDOUT

Distribute the *Expressive Language Scenario* handout to the groups.

#### Directions

Review directions and read the *Expressive Language* classroom scenario.

#### DISCUSSION

Each group identifies a note taker and a reporter, and then discusses the scenario.

Have reporters from each group share ideas from the small group discussion with the larger group.

#### NOTE

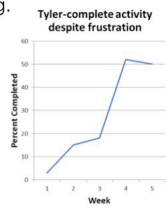
The *Expressive Language Scenario* learning activity corresponds with Slide 7. The activity may be used with this slide or at a separate time. There are a total of four learning activities, so they may also be used individually or in different combinations by small groups who then share their work with all presentation participants.

For example, both the *Early Writing* and the *Expressive Language* scenarios may be presented after Slide 7. Half of the groups discuss the *Early Writing Scenario* and the other half discuss the *Expressive Language Scenario*.

Another option is to discuss all four scenarios after Slide 9.

### ONGOING CHILD ASSESSMENT: WHEN THE CHILD IS PROGRESSING

If the child is making progress, continue with what you have been doing.



## SLIDE 8: ONGOING CHILD ASSESSMENT: WHEN THE CHILD IS PROGRESSING

When the teaching team reviews the information they have collected, sometimes it is clear that a child is making satisfactory progress toward a curriculum goal.

If ongoing child assessment shows that a child in your classroom is making progress, continue with what you have been doing. Simply put, you are using evidence-based curriculum and teaching practices that are supporting the child's learning.



### LEARNING ACTIVITY: PERSISTENCE SCENARIO

Have participants divide into small groups of 3–4.

#### HANDOUT

Distribute the *Persistence Scenario* handout to the groups.

#### Directions

Review directions and read the *Persistence* classroom scenario.

#### DISCUSSION

Each group identifies a note taker and a reporter, and then discusses the scenario.

Have reporters from each group share ideas from the small group discussion with the larger group.

#### NOTE

The *Persistence Scenario* learning activity corresponds with Slide 8. The activity may be used with this slide or at a separate time. There are a total of four learning activities, so they may also be used individually or in different combinations by small groups who then share their work with all presentation participants.



ONGOING CHILD ASSESSMENT:  
WHEN THE CHILD IS NOT MAKING PROGRESS

If the child is not making progress, change what or how you are teaching.

- What might the child need to be more successful?
- What resources might be needed to support development and learning?

## SLIDE 9:

### ONGOING CHILD ASSESSMENT: WHEN THE CHILD IS NOT MAKING PROGRESS

In other situations, teachers look at their data and decide that children are not making progress or are progressing too slowly toward a curriculum goal.

If ongoing child assessment shows that a child or subgroup of children in your classroom is not progressing as expected, you will want to improve learning by changing what or how you are teaching.

Depending on the type of learning goal and what your assessment data reveal, you might consider:

- Making the goal or task simpler.
- Changing the setting or schedule.
- Increasing the number of learning opportunities or the amount of time the child has to respond.
- Adjusting your teaching practices such as the type of assistance, supportive consequences, or peer support.
- Providing additional resources such as learning materials or the support of a specialist.

#### DISCUSSION



- Provide examples of making some of these adjustments to teaching based on your own experiences or information your participants have shared.
- Ask participants to share examples of their own practices in relation to the items listed.







## LEARNING ACTIVITY:

### DIRECTION-FOLLOWING SCENARIO

Have participants divide into small groups of 3-4.

#### HANDOUT

Distribute the *Direction-Following Scenario* handout to the groups and review directions.

#### DISCUSSION

Each group identifies a note taker and a reporter, and then discusses the scenario.

Have reporters from each group share ideas from the small group discussion to the larger group.

#### NOTE

The *Direction-Following Scenario* learning activity corresponds with Slide 9. The activity may be used with this slide or at a separate time. There are a total of four learning activities, so they may also be used individually or in different combinations by small groups who then share their work with all presentation participants.

For example, both the *Persistence Scenario* and the *Direction-Following Scenario* may be presented after Slide 9. Half of the groups discuss the *Persistence Scenario* and the other half discuss the *Direction-Following Scenario*.

Another option is to discuss all four learning activities after Slide 9.

#### ONGOING CHILD ASSESSMENT: WHEN THE CHILD HAS REACHED A GOAL



If the child has accomplished a goal, move on to something more challenging.

- Consider assessment data.
- Consider curriculum.

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### SLIDE 10:

## ONGOING CHILD ASSESSMENT: WHEN THE CHILD HAS REACHED A GOAL

Finally, the teaching team will sometimes decide that a child has achieved a curriculum goal. If ongoing child assessment shows that a child in your classroom has accomplished a goal, you will want to move on to something more challenging or to a goal in a new area. Review your ongoing child assessment data and use your program's curriculum guide to assist you in determining a "next step" for the child.

### NOTE

Show optional slide *Using Data to Inform Teaching: The Assessment-Instruction Cycle*.



VIDEO: Match Strategy To Student Need

Length of video: Approximately 42 seconds

### SLIDE 11:

## VIDEO: MATCH STRATEGY TO STUDENT NEED

**Set up video:** Inform participants that they will view a video about another teacher showing how she uses ongoing child assessment to guide and inform her teaching.

### VIDEO

### DISCUSSION



SUMMARY:  
USING DATA TO INFORM TEACHING

- Interpret assessment data.
- Decide whether children are progressing.
- Decide how to adjust teaching.
- Plan informed, intentional teaching.
- Continue to collect assessment information and use it to inform teaching.

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## SLIDE 12: SUMMARY: USING DATA TO INFORM TEACHING

Let's summarize the use of assessment data to inform teaching.

- Ongoing child assessment information should be interpreted to figure out what children know and can do.
- Based on your interpretation of assessment data, you can determine whether or not children are making enough progress.
- Based on your interpretation of assessment data, you can also decide what adjustments in teaching might be helpful. Maybe you will decide that you need to adjust the curriculum, or use a particular intervention strategy, or use additional resources to support development and learning.
- Using assessment information to plan is a skill that takes time, practice, and reflection to develop. Once you have decided how teaching might be adjusted to make sure children are learning well, you will be able to purposefully plan teaching for groups as well as individual children.

Based on participant roles:

### HANDOUT

Distribute and review the Tips for Teachers handout.

Distribute and review *Visual Reminder for Teachers: Ongoing Child Assessment: Using Data to Inform Teaching*.

To conclude, the cycle of assessment and teaching is ongoing; you continue to check on children's progress and make improvements in teaching to help children learn and be ready for school.

Distribute and review the Helpful Resources handout.

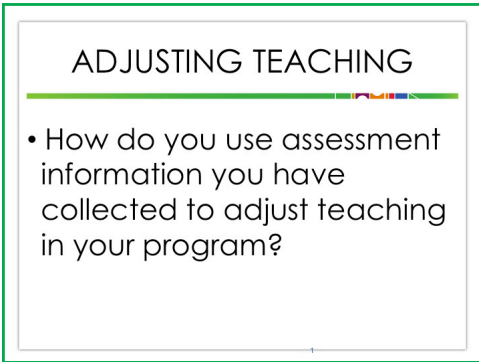
Distribute and review the Tools for Supervisors.





## SLIDE 13:

Provide participants with NCQTL contact information and encourage them to visit our website for additional resources.



## OPTIONAL SLIDE: ADJUSTING TEACHING

Suggested placement after Slide 5 video.

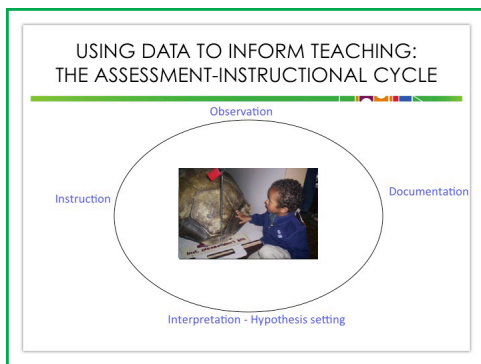
Now that we have heard from some classroom teachers, you can share ideas from your own program.

### DISCUSSION

- How do you currently use assessment information to adjust teaching in your program?
- Take a moment to think about or jot down your answer before we begin sharing.

Have participants share examples of how they use data to inform teaching.





## OPTIONAL SLIDE: USING DATA TO INFORM TEACHING: THE ASSESSMENT-INSTRUCTIONAL CYCLE

Suggested placement after Slide 10: *Ongoing Child Assessment: When The Child Has Reached A Goal.*

In order to realize the value of the observations that have been documented, the teaching team needs to use them.

So, after documentation, the teaching team interprets the information by looking at the facts or data.

They use the data to plan instruction and to make changes in teaching so that every child will learn.

### NOTE

Discuss the value of adjusting teaching based on looking at the facts from observations.